PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF DEVELOPMENT OF SPEECH OF CHILDREN OF EARLY PRESCHOOL AGE

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ABSTRACT

The article considers the problem of speech development of children of preschool age, psychological and pedagogical features of this process.

Key words: the development of speech, preschoolers.

INTRODUCTION

The first and most important link in the overall system Education is a preschool educational institution. Mastery of the native language at an early and preschool age is one of the main tasks set by the state for kindergarten teachers. Therefore, the basis for teaching and raising children in modern preschool education is the development of speech.

Purpose of the article: analysis of the features of the development of speech of children of early preschool age.

The presentation of the main material of the article. One of the important tasks of early pedagogy is the development of speech. This process is closely connected with the development of all mental processes (perception, memory, thinking, etc.) and at the same time is the basis of the child's focused cognitive activity. That is why this problem has always remained the focus of researchers [3].

Researchers such as L. Vygotsky, A. Leontiev, A. Luria, A. Zaporozhets, A. Lublinskaya, G. Rozengart-Pupko in their great work proved that all mental processes in a child develop through speech. It must be developed in all types of activities of the child: educational, game, labor and household. The development of a child's speech is determined by a certain pattern. Living and upbringing conditions can influence this development and, conversely, it can slow it down.

A child is born with a ready-made speech apparatus, says E. Tikheeva, but does not speak. This is due not only to the underdevelopment of the entire nervous system and speech centers, but also to a number of other reasons. Such reasons are described by E. Tikheeva:

- 1) the newborn does not have the skills to use his speech apparatus, he needs to acquire this habit;
- 2) he has no content for speech;
- 3) he does not know the verbal forms of speech, he must with them become acquainted;
- 4) speech is associated with the manifestation of thinking and due to it;
- 5) speech develops with the condition of social communication between the people who surround it [10].

The speech development of the child is optimally formed during individual communication with an adult. The kid should not only feel emotional participation in his life, but also at a close distance to see the face of the person who is speaking.

In early childhood, speech as a means of communication, cognition, the formation of the conceptual apparatus and mental activity goes through the stage of its formation. According to G. Rosengart-Pupko, the development of children's speech from a year

up to three years is divided into two periods: preparatory (1 month - 1.5-2 years) and the period of formation of independent speech (1.5 - 2-3 years).

So, the first year of life is the preparatory period during which a passive and active dictionary is formed. Divides onnatri stage [8, p. 38].

The first stage - the emotional communication of the child with an adult - covers the period from 1 to 5-6 months of life. In the first month, the baby begins his life with a scream. A scream is an unconditionally reflex reaction that arises with strong organic feelings of a negative nature (pain, hunger, inconvenience).

In the psychology of speech for a long time there was an idea that in the first cries of children it is impossible to distinguish any speech elements [2]. At the same time, the role of the cry in the development of the speech - motor analyzer cannot be ignored. According to the scientists M.Krasnogorsky and E.I. Tikheeva, these first voice exercises do not yet constitute speech, but they have a great influence on the development of speech [6, 10].

During the second month, the child smiles at the adult, wanting to keep his gaze on himself, to cause a smile. Based on emotional communication, he develops interest in the world around him. The first short sounds (g, kx, k) and sound combinations appear: gu-gu, agu, which were called "agukanye".

Unlike screaming, agukanie is an agitation of a pleasant, positive nature and it arises primarily in response to the mother's tender, affectionate words.

In the third month, the baby distinguishes sounds of different heights. A so-called "revitalization complex" arises.

The fourth month - communication with an adult takes place against the background of voice reactions. The number of vowel sounds such as "melodious sounds" "oo-o-e", "a-e-e-a" (I. Kononova) is increasing. In the second half of the month, humming develops.

The fifth month of life is characterized by sufficient mastery of the child's movements and speech. He, crawling to a neighbor, smiles and makes sounds.

With the help of movements and conditioned sounds, he communicates with adults and other children.

The appearance of babble, the most complex formation, which resembles the words-syllables ma-ma-ma, ba-ba-ba, dya-dya-dya, occurs in the fifth to sixth month.

The second stage of the preparatory period (from 6 to 11-12 months) is the period when the child begins to understand the speech of adults. Understanding of speech, according to M. Koltsova, is the result of the formation of conditional connections. The child begins to understand that each object, each property of an object, each action has its own name [7, p. 93].

The difference between understanding and emotional communication is that the purpose of an adult's communication with a child is not to establish emotional contact with him, but to perform a child's movement, action, or vice versa to abstain from it. Understanding speech is the most important stage of the preparatory period in the development of young children.

From the psychological side, the development of understanding of speech in children is described by D. Elkonin [12]. According to him, the child establishes a connection between the words he speaks and the objects or his own actions.

According to the research of G. Rosengart-Pupko, children quickly begin to understand the words that relate to objects with actions, and it is difficult for them to understand the names of objects. Visual perception and examination by children of objects, which is accompanied by their naming, accelerates understanding of the name of objects [8].

The statements of D. Elkonin reveal the main conditions for the emergence of understanding of speech: a) the allocation of the subject from others; b) focusing on the subject; c) the presence of a pronounced emotional reaction in a child [12].

The third stage of the preparatory period (10-12 months - the second year of life) is characterized by the development of independent speech, the appearance of the first words.

At the end of the first year of life, the first conscious words appear. So in 10 -12 months in response to an offer of an adult, the child already produces the first words with a certain meaning. The words yes, no, dad, mom, nanny, give, di-di appear. In the dictionary of a one-year-old child, there are an average of 10-15 words.

The second year of life is a period of intensive and rapid development

children's own speech. During the second year of life, further development of speech takes place in the

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following areas: a) development of understanding of adult speech; b) the formation of the function of generalization in speech; c) enrichment and activation of the dictionary; d) development of the ability to inherit and improve sound pronunciation; d) the formation of the grammatical structure of the mother tongue.

In the second year, the child is already fulfilling simple adult instructions, for example, "Give the doll Ole," "Take the Ball from Misha." Gradually, from the understanding of individual words, children move on to understanding phrases, short stories, and speech.

Kaverina describes the successive stages in the development of a child's understanding of speech. At the beginning of the second year of life, the child already performs a series of actions as directed by the adult: 1) general actions ("give, bring, put"); 2) specific ("go to dinner, take the ball"); 3) complex, systematic actions in response to the request of an adult ("build a ladder, draw a rain"); 4) carries out verbal instructions ("take the bunny and give it to Olya"); 5) recognition and understanding of objects that are depicted in pictures, cubes ("bring a cube with a bear").

Two periods are distinguished in the development of active speech [5, p. 81]. Each of them has its own characteristics, qualitative differences.

The first is from the end of the first year of life to one and a half years. During the second year, the formation of the active vocabulary occurs unevenly, zig-zag-like: "periods of relative lull and even depletion follow the period of generous mastery of new words" [1, p. 148].

It is in the rhythmic nature of the development of the dictionary that many foreign researchers insist (R. Wieseman, V. Kekhler, Skupiny, V. Stern). The German scientist V. Stern identified two specific features of the first children's words: 1) there are sharp phonetic differences between the words of a child and an adult; 2) the polysemy of the first children's words. So, according to Y. Arkin, rhythm is a universal principle of development, the rhythmic development of speech depends on the underlying processes of maturation of the body [1].

First period. The second year of a child's life is characterized by an increase in understanding of the speech of others and the appearance of the first words. But these words are not like ordinary, they have a different sound composition. The speech is filled with onomatopoeic words: "av-av" (dog), "mu-u" (cow).

The designation of objects by the child is unstable, i.e. he can name different objects with the same word. So, "kitty-kitty" can refer to a cat and a fur hat. At this age, words can have the meaning of a whole sentence, which varies depending on the situation and is accompanied by facial expressions and gestures.

From the psychological side, according to S. Rubinshtein, what is significant in the noted phenomenon of early childhood speech is that it opens up a peculiar way of "generalizing", by which the meaning of the first words that the child uses is revealed. They, according to the scientist, are the result of "attitudes that are caused by affective-motor reactions; objective objects are combined in one word because of their relationship to an affectively homogeneous situation" [9, p. 465].

The time from 1.5-2 years is the second period, which is characterized by the growth of an active dictionary. In the child's speech, in addition to nouns, verbs of the past tense, a third person appear.

According to Yu. Arkin, after 18 months the largest dictionary growth occurs, i.e. in the second half of the second year of life for 3 months (15-18) - 40 words and for the next - 6 - 222 words.

In the third year of life, children's speech develops rapidly in such areas: understanding adult speech, mastering the dictionary, improving sound pronunciation, mastering the grammatical structure of speech, developing dialogic speech [4, p. 99].

At this stage, there is a change in the mental development of the child's development, in his attitude to the environment, curiosity and interest in adult activity appear. All this further contributes to the development of forms of communication and understanding of speech, the word becomes for him a way of knowing the environment.

According to D. Elkonin, in the third year of life, the understanding of the child's speech grows and changes qualitatively. The kid likes to listen when adults are talking, likes to listen to fairy tales, stories, poems [12, p. 105].

In the third year of life, active speech develops rapidly. This is especially noticeable on the expansion of the active vocabulary of the child. It is at this age that individual features in the pace of enrichment of the

dictionary are pronounced. It is probably for this reason that the quantitative characteristics of the words that different authors propose differ.

In children 2-2.5 years old, according to researcher S. Buhler, the number of words in the active dictionary is 1227, N. Aksakarina claims that at the end of the third year of life in the dictionary there are 1000-2000 words, G. Lyamina believes that the dictionary child contains 1200-1500 words.

Dialogic speech at an early age remains the main form of communication; appeal to an adult occurs in the form of an order, protest, complaint. In the second half of the year, children already have an understanding of literary texts, fairy tales without accompanying visualization. Kids quite easily remember and play on the model whole phrases, rhymes, songs.

Conclusions. Thus, during the first years of life, the formation of an active child dictionary takes place in several stages. They are determined by the rapid pace of development and assimilation of various aspects of the mother tongue. In the first year, vocal reactions, imitation and understanding develop, the first words are learned. In the second year of the baby's life, independent speech actively develops, the generalization function in speech is formed, the grammatical structure of the mother tongue develops. The third year of life is characterized by the development of an active vocabulary of the child, the improvement of sound pronunciation, the appearance of not complicated sentences, dialogical speech is formed.

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